

**NEW EDUCATOR PREPARATION PROGRAM PRE-PROPOSAL  
FORM 2**

**Program Information**

Program Name: Professional Certification for Administrators

Institution Name: Pacific Lutheran University

Degree Granting/Certification Unit School of Education  
(e.g. College of Education)

Degree or Certification Only: Certification Only

Level: Professional Certification for Administrators  
(e.g. Master's, Professional Certification)

Endorsement(s) (for teacher preparation): \_\_\_\_\_

Proposed Start Date: Fall, 2007

Projected Enrollment (FTE) in Year One: 12      Projected Full Enrollment: 2010:50

(year) (#FTE)

**Institution Accreditation Status**

- ☐ Attach letter that verifies regional accreditation  
☒ Attach letter that verifies HECB approval (for degree program)

**Description of Resources to Support Program**

Faculty: 10

The School of Education (SOE) has 10 full time faculty who serve in graduate studies. These faculty have experience in leadership education and will serve as primary academic support for the Administrator Professional Certification program. One faculty member has taken the lead in promoting the development of electronic portfolios for all of the graduates of PLU's pre-service programs. This faculty member will provide specific technology support for candidates in the creation of electronic portfolios. These faculty will be joined by a complement of part-time "adjunct" faculty who are "experts" in the field. The adjunct faculty who fill these roles will demonstrate commitment to PLU's values and standards and have the ability to mentor and support the professional growth of new administrators. All of these individuals will be accomplished administrators who have demonstrated a strong understanding of the application of current issues and trends in leadership along with the demands of education leadership in a performance based, standards driven system.

**Support Staff:**

- Program Director

The Professional Certification for Administrators Program Director will primarily be responsible for implementation and oversight of the Administrator Professional Certification program including, but not limited to:

- Curriculum/Instruction/Assessment development/guidance
- Budget Development/Oversight
- Program Staffing and Supervision
- Training of Facilitators
- Interface with OSPI
- Development/Support of District Partnerships
- Development of Marketing Strategies
- Candidate Support

- Program Coordinator

The Professional Certification for Administrators Program Coordinator will serve as direct support to the Director and provide management of program components and communication with district coordinators, candidates, and facilitators.

- Application/Registration Management
- Candidate Communication
- Oversight of Required Candidate Documentation
- Management of Program Requirements
- Payment/Billing Oversight
- District Communication
- Scheduling for Program/District
- Candidate Cohort Assignment
- Oversight of Program Assistant

- Program Assistant

The Professional Certification for Administrators Program Assistant under the supervision of the Program Coordinator will primarily serve as a communications specialist developing and instituting public relations and advertising materials for the program.

- Web site development
- Advertising/Media development
- Program Communication

## **Student Advising/Support:**

### **-Entry and Continuing Program Support:**

-Potential Candidates will be advised by the Director for Partnerships and Professional Development as to their readiness to benefit, including:

- Eligibility Requirements/Certificate Status
  - Criteria for admission:
    - Verification of candidate's employment as an administrator in Washington State public or accredited private school.
    - Verification of required administrative experience.
    - Copy of candidate's valid/current Washington State Residency Certificate.
    - Verification of completion of 360° Assessment.
    - Applicable transcripts.
- Program Elements/Expectations
  - Including-
    - fees,
    - timelines,
    - course prerequisites
    - 360° Assessment
- Monitor/Management of progress in program
- Training in use/access of University support including library, media, technology
- Identification of additional support structures such as those available through WASA, AWSP, and OSPI.
- Program Support Materials available to participants on-line, digitally, hard copy.
- Creation/Maintenance of Individual Program Record/Data Base including required OSPI documentation, certificate information, Professional Growth Planning and program progress sequence.
- Assignment to facilitator/cohort
- Facilitate program portability (if required)
- Individual Communication Plan-
  - Documenting file development/maintenance as per state/program requirements
  - Monitor certificate (expiration date)
  - Application to State for Professional Certification

### **-Individual/Group Support**

Candidates will also have the benefit of advising/support services provided by their assigned faculty/mentor. This support will be available face-to-face in one to one meetings at the candidate's school, in regular cohort meetings at the university and in local districts, and on-line through discussion groups and individual email.



**Travel:**

Appropriate travel expenses will be made available through the School of Education and Partnerships and Professional Development for Program Director/Support staff to attend required Director and Program meetings, trainings, and professional development. This support will also extend for program related responsibilities including program support activities, and publicity.

Faculty will be compensated at the university rate for required travel to perform program related actions such as site visits, mentorship activities, group meetings. Additionally, program related travel for professional development will also be compensated at the university rate.

**Technical Support:**

-PLU Administrative Professional Certification Course Materials available through electronic/digital media and in hard copy including:

- Program/Course Description
- Syllabus
- Course Outlines/Timelines
- Required Forms and Documentation
- Assessment Guidelines/Rubrics

-Library-Access to complete PLU Library services including:

PLU Online Catalog

Journal at PLU

"e"reserves

Interlibrary Loan

Articles available through Online Databases such as:

EBSCOhost

ProQuest

Online Reference Sources including Internet Search Engines and Internet

Course Related Resources such as:

eCourse- (online course material)

Course Reserves

Library instruction handouts and Web pages

Library Research guides.

Directories

Multimedia services including:

Audio Services

Digital Media

-SAKAI-Online Course Support, Discussion, Feedback

-Live Text/Documented Entries

-OSPI Handbook

Program Description including WAC information

Required Paperwork/Documentation

Principal/Administrators Descriptors of Practice

### **Financial Aid:**

Professional Certification for Administrators is managed by Partnerships and Professional Development in the School of Education whose main responsibility is providing Continuing Education for professional educators. The School of Education at Pacific Lutheran University recognizes that Professional Certification must be affordable for those candidates who are required to participate to maintain their license. Traditional financial aid is not available for Continuing Education. As this is a non-matriculated program, where credit is not necessary to prove participation, candidates will be responsible to complete the work identified in their professional growth plans in order to present a portfolio of "at-standard" evidence. The program is designed to be affordable, yet self-sustaining; providing the candidate with the materials, support, guidance, and mentorship to successfully complete the program in a timely manner.

### **Practica/Internships: N/A**

### **Description of district partnerships:**

The Administrator Professional Certificate program at Pacific Lutheran University is founded on a statewide partnership involving the Association of Washington School Principals, the Washington Association of School Administrators, the Washington Council of Educational Administration Programs (representing all of the state's administrator preparation programs), and the Office of the Superintendent of Public Instruction. This partnership will continue as programs are implemented. Formal partnerships with individual districts (such as are found in teacher Professional Certificate programs) are likely to be limited because of the smaller number of candidates that will be involved. However, programs will regularly communicate and collaborate with districts to ensure that the Professional Certificate process fulfills its vision of job-embedded professional development.

The School of Education at Pacific Lutheran University has a strong network of District Partnerships from which we are able to draw considerable expertise and provide significant support for teaching and learning initiatives. These partnerships allow scaffolding curriculum for candidates-as they use state standards to focus their learning on the needs of their own schools and districts. Additionally, we will draw on the expertise of our district partners as we look to local experts (Superintendents, Principals, and District Level Administrators) to participate as "**Hot Topic**" round table leaders. These discussions from true "experts in the field" will frame for our candidates the actual connection between theory and practice.

Additionally, our district partners will play a significant role in the design and facilitation of candidate work in the "Implementation" phase of the program. The close work of the University and District Partnerships will create a win-win opportunity for the candidate and the district as we develop a continuum of program and conversation around the performance standards. Significantly, this work with our district partnerships will truly provide a continuum of professional growth for our candidates as they look to be the supervisor/leader for those teachers who are directly involved in their *own* professional journeys through Teacher Professional Certification.



These two programs, while for different candidates, due to the strength of the district/university partnerships and attention to standards, will provide the district with instructional leaders who possess a common thread of understanding of the standards, and how these impact student learning and education reform.

**Description and examples of how the institution infuses diversity into learning opportunities and the campus culture:**

*Within the wider PLU community, "The PLU Diversity Center brings together people and ideas to celebrate our shared human experience while exploring, affirming and enriching diversity in our community." Mission of the PLU Diversity Center*

"The **PLU Diversity Center** brings together people and ideas to celebrate our shared human experience while exploring, affirming, and enriching dignity and diversity in our community. The purposes of the Center are:

- *to serve as a catalyst for campus-wide change;*
- *attract and retain students to PLU;*
- *strive to build fair practices and habits at PLU; and*
- *Foster cooperation and communication among campus and Tacoma community groups.*

Over the years, PLU has addressed multicultural issues in a variety of ways. Since the 1970s, PLU has had personnel and financial resources dedicated to advancing issues of diversity. The 1980s brought student peer advisors who worked different ethnic groups to provide programming and peer support. The 1990's continued with the same model for programming and peer support. During this time, PLU 2000 listed diversity as an area of focus. The **University Diversity Committee** was formed and in the fall of 1994 two diversity courses became required for graduation. In the fall of 2000, PLU created a new Associate Director for Multicultural Affairs position within the Office of Student Involvement and Leadership. The primary focus for this position is programming diversity related events for students and the university. Fall of 2001, brought the new Diversity Center, located on the lower level of the University Center. The Center also brought a change in student leadership. Student Peer Advisors were replaced with student Diversity Advocates. The change redirected the focus of student leaders from working with specific ethnic groups to all PLU students. Programming evolved from the vision that anything created would be attractive to all members of the PLU community, not just specific ethnicities. " (PLU Diversity Center Website: <http://www.plu.edu/~dcenter>)

**Program location(s):**

When possible, participants will be placed in learning groups with other candidates from their districts, and geographic areas. When appropriate and possible, meetings of learning groups will take place on site in districts, or on the Pacific Lutheran University campus.

**Data/information to support need for the program:**

Professional Certificate programs are needed to allow holders of residency principal and program administrator certificates to earn a professional certificate as required by WAC. The 2007-2008 academic year will be the first in which significant numbers of administrators will become eligible for the program. The best available estimate is that about 300 administrators across the state will need access to professional certificate programs in a typical year. However, since many new administrators are still operating under the initial/continuing certificate system, it will be several years before those full numbers are achieved.

The Administrator Professional Certification program at Pacific Lutheran University will serve those holders of principal residency certificates serving as principal and assistant principals, as well as holders of program administrator residency certificates serving as curriculum directors and in similar positions. The 2007-08 academic year will represent the first year that Professional Certification programs for administrators will be offered by higher education providers in Washington State. This is timely, in that the first of those administrator residency certificates will expire at the end of the next two academic years. Additionally, as with teacher certification, as the subsequent generations of administrators come to the field, and those with continuing certificates reach retirement, the state will find a compelling reason to ensure access to Professional Certification programs for those administrators who have received their certification after 2000. At this time, not all Higher Education institutions will be initiating a Professional Certification for Administrators program implying a need for access by administrators to quality programs and support.

Pacific Lutheran University will serve those administrators in the South Sound, and Peninsula areas where we have established district partnerships and continued support relationships.



**Length of program:**

The Administrator Professional Certification program at Pacific Lutheran University will be implemented in academic-year (September-May) modules. Learning Community members will participate in monthly meetings beginning with the Entry Seminar. The second year (Implementation) will also meet monthly September-April, followed in May by Presentations.

Quarterly during the first and second years, "**Hot Topic**" sessions will be available for candidates. Additionally, candidates will have the ability to choose when they will participate in the Implementation cohort, and also choose when, after the Entry/Implementation cohort, they are ready to present their evidence.

Scheduling ☐ Day Classes ☒ Evening Classes ☒ Weekend Classes

Attendance Options ☐ Full-time ☒ Part-time

Total cost of program: \$2,500

This cost does not reflect additional costs for implementation of the Professional Growth Plan that may be incurred by the candidate beyond the University Cohort/"Hot Topic"/Presentation.

**Description of what is unique about the program (how does it fill a niche not filled by existing approved programs):**

As of March, 2007, there are no existing approved programs for the administrator Professional Certificate. The proposed program at Pacific Lutheran University in common with all other administrator Professional Certificate programs, will provide focused, individualized, and job-embedded professional development to principals, assistant principals, and program administrators in the early years of their careers.

As the School of Education at Pacific Lutheran University examines the programs we offer, what is recognized as unique, is the focus on our Core values of Competence, Care, Leadership, Differences, and Services as they are imbedded in the context of our curriculum, instruction, and assessment practices. These core beliefs provide the basis around which an intentional and rigorous professional development program has been designed. The program at PLU is intentional in design; reflecting the ISSLC Standards, and is responsive to the Professional Certificate for Administrators Report to the Professional Educator Standards Board -July 2006; which describes the challenge of second tier certification to provide serving administrators professional development that is relevant, timely and affordable.

We recognize school districts desire for professional development for their leaders that is aligned with district context and improvement plans. Additionally, state policy requires that professional development support current education reform efforts. These qualifiers speak directly to the Administrator Professional Certification program development and implementation at Pacific Lutheran University. Our intent is to capitalize on the strong district partnerships that are already in place, along with input from our Administrator PEAB, to provide a program of support that is rigorous, intentional, and responsive to local needs and initiatives.



The structure of the Administrator Professional Certificate will be modeled after Teacher Professional Certification at PLU. We will offer small, local cohorts; designed to support the three components outlined by the OSPI report.

The Administrator Professional Certification program at Pacific Lutheran University will be implemented in a September-May model-where candidates participate in:

- Entry Seminar (September-May),
- Implementation Seminar (September-May)
- Presentation (Time TBD by Candidate/University)

The timeline for completion of the program/presentation would be decided upon by the candidate with guidance from the university.

During the **Entry Seminar**, candidates will learn about the program and the process they will follow as they pursue the Professional Certification. They will use the 360° Assessment, and their own self evaluation and reflection to develop a Professional Growth Plan that will guide their work through the remainder of the program.

Candidates in the **Implementation Phase** will continue to participate in learning communities, as they gather “at standard” evidence demonstrating the benchmarks for professional practice and participate in professional growth activities they have identified in their Professional Growth Plans. During this phase, candidates will participate in specific school district contextual/program training and additional learning opportunities such as those provided by various educational associations such as AWSP, WASA, or ASCD. The choice of which learning opportunities the candidate will choose will be driven by those needs described by the Professional Growth Planning process, and those specific district initiatives supporting District and School Improvement efforts.

Finally, **Presentation**. The Presentation will complete the **Professional Certificate for Administrators** program. This assessment of the candidate’s work using a common rubric based on the professional certificate benchmarks signifies completion of their Professional Growth Plan. Candidates will share the evidence of their work as professional administrators in the state. At a time selected by the candidate, with guidance from the University, the candidate will present a portfolio of evidence that demonstrates competency in the Standards and Criteria as outlined in the Descriptors of Professional Practice for Administrators. This presentation of evidence will be the final documentation required for the candidate to apply for, and be granted, the Professional Certificate for Administrators.

#### **Outline of Assessment System:**

In common with other programs, the Administrator Professional Certificate program offered by Pacific Lutheran University will assess candidate proficiency through a final presentation using a common rubric based on the professional certificate benchmarks.

Program effectiveness will be assessed through candidate surveys following the entry seminar and completion of the program; surveys of individuals who assess the final presentations; and analysis of candidate work samples.

The program will also work with state officials to develop means of assessing long-term impact on candidate performance.

**Contact Information**

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Endorsement by Chief Academic Officer

4/13/07  
Date

  
Endorsement by Dean of Degree/Certification Unit

4/13/07  
Date



